MOTHER TONGUE INTERFERENCE IN THE ENGLISH ACQUISITION AS A SECOND LANGUAGE

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Abstract

Second language learning is a complex process that involves learning vocabulary, word arrangement and grammar, as well as learning about specific culture's way of expressing and communicating their thoughts. During the language learning process, there is a tendency for CLD learners to rely on their native languages for help in producing the words, phrases, and sentences of the second language. This extension of previously existing knowledge to the new experience is known as language interference, and it affects both written and spoken skills. Studies on this topic suggest that impact of native language transfer can be sorted into either positive or negative transfer. Positive transfer helps facilitate language learning in a situation, while negative transfer interferes with language learning (Lin & Jie, 2018). Consequently, it is essential to look for strategies that help ESL teachers to convert language interference into benefits to help CLD learners identify the positive transfer from their native language and to facilitate second language learning.

Dedication

This thesis is dedicated to my mother, my sister, my grandmother, my niece, my husband, and my daughter that is on the way. Their love, support and encouragement have inspired me to pursue and complete this thesis.

Acknowledgments

I would like to express my appreciation and deepest gratitude to all the professors who in one way or another have contributed to complete my graduation studies. In addition, I would like to thank Professor Paula Wilder, my advisor, for her guidance, patience, and support throughout the thesis writing process.

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Chapter 1: Introduction

Learning a second language is not an easy process; it entails acquiring the vocabulary and systematic grammar and the ability to put this knowledge into use. During this process, learners face many struggles because of the influence native language features have on both written and spoken second language skills. Therefore, while trying to enhance their new language aptitudes to express their ideas, second language learners rely on their mother tongue structures to produce the target language. Witnessing the impact of the native language transfer in my own language learning, led me reflect on how important it is to look for different strategies to help culturally and linguistically diverse (CLD) students to positively use this transfer to facilitate language learning.

There are differences between first and second language acquisition. However, "language and literacy development, whether in the first or the second language, involve difficult challenges and complex processes" (Herrera & Murry, 2016, p. 63). Learning a first language is a long and complex process; it takes time. However, many people do not remember their first language learning struggles. Learning a second language is a challenging task, and it requires more than listening and repeating, especially when CLD learners already have a first language they can use for communication and thought. Bearing this in mind, it is pivotal to explore first language interferences in English language acquisition, which can be both positive and negative. For that reason, it is imperative to understand how semantics is the level of linguistics that causes

errors (Yandres, 2017) and that students tend to apply the rules of their first language when they do not yet know the rules of the second language (Alonso, 1997).

Given how important this issue is to the ESL community, we as ESL teachers should have a real understanding of the diverse learners' thinking mode that underlies the organization and presentation of ideas in written and spoken language as a method for exposing students to the differences between English and their mother tongue in order to facilitate linguistic development. In that way, ESL teachers, can change their English as second language instruction, and adapt their teaching practices to motivate CLD students to think more about suitable ways to rely on their first language instead of penalizing them for doing so.

As a result, this project presents a website where ESL teachers will find strategies to adapt their teaching practices to help CLD adult learners rely on their mother tongue, and help their students reduce transfer errors in written and spoken language skills. It provides educators with tools to create conditions for language learning giving learners constant support regarding pronunciation, encouragement to speak, and grammar skills development. Besides, these strategies help teachers to show learners the differences and commonalities between the two languages, recognizing the factors that hinder second language acquisition.

The development of this website is necessary so that ESL teachers are aware of how students' culture is part of their language and to assist teachers to know how to take advantage of the diverse backgrounds these students bring to the learning setting. The website will lead teachers to discover the best classroom practices for supporting these learners and help teachers to create learning opportunities to raise learners' awareness of the differences between the English language and their mother tongue. In this context, this website provides strategies that help ESL teachers not only to recognize, value, and respect students' identities, but also provide

students with tools that allow them to rely on their funds of knowledge, and contextualize the learning environment. On this website instruction is embedded in familiar contexts in which students are provided with opportunities to transfer their skills, knowledge, and experiences during the second language learning process.

Equally important, this project also aims to encourage CLD adult learners to connect this new knowledge with their previous experiences instead of seeing them as a barrier to the acquisition of new language skills. Students who are facing the challenge of first language interference may refrain from taking the risk of interacting in the target language. I intend for this website to help students overcome this barrier. There are different reasons why adult learners make a commitment to learning a second language, and there are external factors that can make this process difficult. A long day of work, reasons for the migration to the United States, and adjustment to the new culture can make this process harder. For this reason, this website is research-based and designed to provide ESL teachers with essential and beneficial strategies that can be used to facilitate learning, lowering factors that can inhibit second language learning, and deliver lessons that shape learners' identity and motivation.

Chapter 2: Literature Review

The number of culturally and linguistically diverse (CLD) learners has increased in the United States, and with that, the necessity of examining the best classroom practices to support these learners has become more important. English as a second language (ESL) teachers are well-trained to teach in and about English and make great efforts to create ideal language learning conditions. However, "…teachers need to understand how to work with diverse learners […], and they should keep students' culture and language differences in mind to create inclusive learning plans…" (Short et al., 2018, p. 3).

During this process of learning a second language, learners face many struggles. One of the factors that hinders second language learning is the influence of the mother tongue which affects both written and spoken second language skills. Most of the sources in this literature review suggest that the impact of this native language transfer can be sorted into either positive or negative transfer (Yi, 2012). Positive transfer is the transfer that helps or facilitates language learning in another situation, while negative transfer is the one that interferes with language learning (Lin & Jie, 2018).

In this chapter, I will review various studies to determine how the mother tongue interferes in the writing and speaking of English as a second language. I first provide an overview of the approaches that have been used to analyze language transfer. I then provide definitions of the concepts of transfer and error. In like manner, I will discuss and synthesize the research findings on the mother tongue influence, negative and positive, on the writing and

speaking of English as a second language. Finally, I will present the strategies to use mother tongue interference to facilitate language learning.

Approaches to Analyzing Language Interference

In the different studies that were analyzed in this literature review, the following theories are implemented to analyze the differences between the native language and the target language. The Contrastive Analysis Hypothesis (CAH) is a pedagogically oriented study that was initiated and dominant in 1945 in the research of L2 learning difficulties. Linguists regarded language transfer as the significant obstacle of L2 acquisition and believed that the learners' errors and difficulties could be predicted by contrasting of native and target languages (Lin & Jie, 2018). In other words, comparing the native language with students' foreign language is the way to find real problems in the language learning process (Qin, 2017). However, since 1970 CAH was refuted and replaced by other theories.

Error Analysis (EA) is a theory that evolved due to the limitation of contrastive analysis. EA consists of a comparison between the errors made in the target language and that target language itself, and it highlights the significance of learners' errors in second language (Khansir, 2012). Tamiru et al. (2015) mentioned that the term error is a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner; therefore, EA allows the teacher to identify to what extent learners know about the language and what are the common learners' difficulties while learning the target language. However, it was found that errors do not always occur in the different structures between the native language and target language in practice, and many errors occur in the same or similar structures of the two languages (Qin, 2017).

Likewise, the Interlanguage Theory refers to the theory that while learning a second language, learners build up a system for themselves, which is different in some ways from their first language and second language systems (Khansir, 2012). Bai and Qin (2018) investigated the definition of the concept of "transfer" and they found that "transfer, is originally one of the basic terms that appeared in the domain of psychology […], it states the situation of previously existing knowledge being extended and expanded to the process of gaining new knowledge […]" (Sajavaraa, 1986 as cited in Bai & Qin, 2018, p. 307). In other words, it is the transformation from one language to another, which means that the mother tongue definitely has an influence in second language acquisition, but that influence may take forms other than positive and negative transfer (Grami & Alzughaibi, 2012).

Mother Tongue Influence in the Writing of English as a Second Language

Building on the idea that English writing is, for EFL students, one of the most challenging language skills, studies have shown that the first language has an effect on the foreign language since students do not know enough about how to generate or create ideas to write in the second language (Tamiru et al., 2015). Thus, it is a truism that for second language learners, writing in a foreign language requires the input of grammar knowledge in the construction of intelligible and appropriate sentences (Mekala et al., 2016), and in order to become a competent writer, learners must devote practice, time and effort to this complex process.

Numerous studies have reported that this difficulty is due to learners' mother tongue influence on what they write because some of their L1 characteristics are present in their writing compositions (Tamiru et al., 2015). This influence can be positive or negative. Positive transfer

occurs when the prior first language makes second language learning better and easier; negative transfer refers to the first language's interfering effect in second language acquisition because of the differences between the two languages (Qin, 2017).

Research findings on negative language transfer.

Several studies asserted that the negative transfer is the predominant one because these types of interference errors are distinguished: Transfer of structure, semantics, substitution, interlingua/intralingual. Alonso (1997) presented a study to determine the most common types of interference errors that Spanish students make when learning English as a foreign language. The findings showed that the most common type of interlingual errors are during the transfer of the mother tongue's linguistic structures when writing in the L2. In other words, students tend to apply the rules of their first language when they do not know the rules of the second language (Alonso, 1997).

Similarly, Yandres (2017) also explored aspects of the first language (L1) interference and how the L1 interference affects English writing skills. In his descriptive qualitative research, the author concluded that students' first language interfered with four linguistic levels: phonology, morphology, syntax, and semantics. Semantics is the linguistic level that causes errors in terms of interference since students always think about the meaning of the sentence they are going to produce and then translate it before they write it. In the same fashion, Mekala et al. (2016) examined the ability of learners to transfer learned grammar knowledge to construct grammatically correct sentences into L2 writing. The results showed that the mother tongue interference causes these major errors for English learners: the omission or addition of

unnecessary prepositions due to ignorance of rule restrictions, errors in the use of verb tense and form, the misuse of definite and indefinite articles and subject-verb agreement.

Similarly, AlTameemy and Daradkeh (2019) presented an empirical study that analyzed the types of errors in paragraph compositions made by Saudi EFL students. The outcomes displayed that the Saudi students made many errors at both sentence and the paragraph levels in writing English paragraphs including: articles, verb tense, plurality forms, prepositions, parts of speech, subject-verb agreement, spelling, punctuations, and capitalization. Likewise, Liu (2015) described an empirical investigation into how English learners master and use vocabulary in writing and how it is an essential criterion for their English writing in addition to a crucial aspect of expressing themselves in English. Liu (2015) suggested that the potential causes of real-word spelling errors are first, interlingual reasons since Chinese and English belong to different systems. There are significant differences between vocabularies, including pronunciation, spelling, word-class, and so on which trigger a negative transfer. Second, intralingual effects include false analogy, overgeneralization, ignorance of rule restrictions and incomplete rule application (Liu 2015).

Research findings on positive language transfer.

Despite the role that positive transfer plays in second language learning, some researchers believe that native language is bound to bring negative effects to second language acquisition (Chen, 2020). Positive transfer is hard to recognize; thus, the studies about the positive impact of native language on second language acquisition is still limited. Positive transfer indicates that learners use their mother tongue knowledge to avoid making mistakes in the second language learning process facilitating language learning (Guo et al., 2014). For this positive transfer,

Wang and Xiang (2016) specify that both the native and target languages should have similarities. That is to say, when both languages' relevant structures are similar, the previous knowledge contributes to the comprehension of the second language.

In his case study, Chen (2020) illustrated how although Chinese and English belong to two different language systems, the mother tongue Chinese positively affects English learning since English and Chinese share similar vocabulary features, word class, and syntax. In the same fashion, Derakhshan and Karimi (2015) reviewed studies on how L1 transfer in L2 writing can be positive. Derakhshan and Karimi (2015) synthesized empirical studies made by different researchers where they discovered that writers could cope with the subject from a diversity of viewpoints and can deal with syntactic and lexical alternatives in the background of their own written text. Additionally, some participants stated they do not include L1 to L2 translation into their writing processes which led researchers to conclude that there must be a cognitive strategy that supported writers to meet the objective of creating productive and consistent writing (Derakhshan & Karimi 2015).

Mother Tongue Influence in the Speaking of English as a Second Language

A number of studies have reported the incorrect usage of English sounds and words caused by the mother tongue interference and how the biggest effect of mother tongue interference can be seen in both speaking skill and grammar (Denizer, 2017). According to Zheng and Liu (2018), English is one of the world's leading international languages today. However, they found that English learners have problems with pronunciation, grammar, semantics, for instance. The results of the study indicated that learners usually transfer the pronunciation habits and rules of their mother tongue to the second language, which influences

pronunciation together. Likewise, Zhou et al., (2020) conducted a study that analyzed the mastery of English word stress of China's Tibetan Amdo English learners. The study demonstrated that Amdo language does not have word stress, consequently the Amdo English learners forget to put a stress or stresses on individual English words and the pronunciation of the word pairs would be the same. In a like manner, Grami and Alzughaibi (2012) examined the transfer of L1 phonological knowledge that Arab ESL learners may encounter when they acquire ESL phonemic patterns. The outcomes showed that Arab ESL learners face difficulties with consonant clusters in English and insert a vowel to these clusters.

More evidence of the mother tongue interference in the speaking skill was highlighted in the study carried out by Yildiz (2016). The study described Turkish English language learners' errors that originated from learners' mother tongue that were produced during speaking. The results indicated that the misuse of noun pluralization, quantifier and noun agreement, and indefinite articles are the primary grammatical interferences since English and Turkish have several different grammatical structures. Yildiz (2016) indicated that omission, addition, and wrong formation of prepositions are caused by prepositional interference because prepositions do not appear in Turkish as a separate grammatical structure. Moreover, Yildiz (2016) highlighted that the wrong word preference and word-for-word translation are errors caused by lexical interference because learners choose the incorrect lexical items from direct translation from Turkish into English.

In the same way, a research conducted by Hameed and Aslam (2015) suggested that pronunciation plays an essential role in communication for ESL/EFL learners like other English skills. In their study, Hameed and Aslam (2015) reported that Arabic mother tongue learners of the English language find certain English consonant sounds difficult to pronounce because there

are phonemes in English that do not find a place in Arabic, and some consonants are alveolar in English causing Arabic learners pronounce them dentally leading to unintelligible speech and/or misinterpretation of the message. Similarly, Subandowo (2017) examined the influence by the mother tongue on speaking English. The outcomes of her descriptive qualitative research revealed that students' mother tongue has an effect on their pronunciation leading to mistakes in consonant sounds in plosive and nasal, articulation, and also in dental and palate-alveolar in terms of place of articulation. In addition, Subandowo (2017) postulated that the environment, students' motivation, and the different sounds and different sound symbol are factors that also contribute to mother tongue interference causing changes in English pronunciation in their intonation and articulation.

Strategies to Use Mother Tongue Interference to Facilitate Second Language Learning

A significant number of studies have examined whether a second language should be taught using the mother tongue or without it (Almoayidi, 2018). According to Hastuti and Widodo (2020), using the native language will help students understand the two languages' norms and differences. James (2018) supported this statement, which presented a study on how the positive transfer of L2 learning is something that L2 teachers should try to promote. James (2018) presented the following collection of sources that were the result of teaching for transfer of L2 learning: "contextual similarity, learning of general principles, amount of practice, variability in practice, learner affect, support for transfer in transfer contexts" (p. 332). Likewise, He (2012) reported the result of a study that explored mother tongue (MT) as a valuable resource in second language instruction. The outcomes showed that there are three different ways of using MT for the benefit of L2 development. The first way is taking advantage of similarities between

the MT and English, creating an opportunity for learners to make a conscious link between L1 and L2, by scaffolding MT with something familiar for learners to rely on when they try to learn something new. The second way is taking advantage of the difference between MT and English proactively and reactively raising learners' conscious awareness of specific syntactic structures in the two languages. Finally, the third way is taking advantage of conceptual knowledge in MT for L2 learning using the conceptual understanding that L2 learners are equipped with to clarify the misperceptions in MT.

Another significant finding on the use of the mother tongue to facilitate second language learning was shown in the study by Franquiz (2012) that indicated how important it is "…for teachers to understand that without opportunities to use family and community knowledge students are presented barriers to English language acquisition and academic achievement" (p. 33). In her research, Franquiz (2012) proposed a tripartite framework to assist better second language learners involving identity texts, cultural citizenship, and humanizing pedagogy as an opportunity to construct knowledge and language using home and community resources in the classroom. Similarly, Ull and Agost (2020) shed light on the L1 important role in second language learning. Ull and Agost (2020) proposed a plurilingual approach based on their experiences teaching in Spain, South Korea, China, and Norway. In addition, Ull and Agost (2020) illustrated that language use and language knowledge should be separated since "…one (language use) is the consequence of the other (language knowledge)" (p. 66). Also, Ull and Agost (2020) analyzed literature review that showed that L1 can be used as a filter for L2 learning, therefore, depending on the student's L1, teachers should adapt the L2 instruction taking into account aspects such as the relationship between the word forms, semantic content relation, or phonetic connection between L1 and L2.

In a like manner, Tódor and Dégi (2018) presented a paper in which one of the objectives was to classify how code-switching can help second language learners to compare and contrast the possible similarities between L1 and L2. Therefore, Tódor and Dégi (2018) suggested that presenting learners cross-linguistic associations in lexical, grammatical, and cultural similarities and differences build transfer bridges to draw CLD learners' attention to the lexical similarities based on phonological and grammatical similarities. Consequently, the crosslinguistic influence and awareness should be introduced in the teacher training curriculum to raise their attention to the extent of building teaching strategies that involve students' knowledge in other languages (Tódor & Dégi, 2018). According to Pakzadian (2012), it is important to provide learners with their mother tongue definitions, when learning English, to help CLD learners to have a clearer meaning of the new words raising their relation between their mother tongue and the L2.

Equally important, Luo (2014) illustrated the phenomenon of mother tongue interference in English pronunciation and analyzed the causes from phonology in College English learning in China. Luo (2014) proposed that the following aspects are important to help both College English teachers and students to solve these difficulties at the time of teaching/learning English. Some knowledge of phonology to predict what problems some students might have caused by the interference of their mother tongue and explain to learners the sound patterns of both languages explicitly; some knowledge about the phonetic features of the students' dialects or L1 to predict what kind of trouble would occur in pronunciation to help learners do their correction. Finally, direct learners to do pronunciation correction practice dividing the learners into mixed groups so they could easily find what is wrong and make corrections in English pronunciation (Luo, 2014).

The studies presented above have addressed the major types of errors in second language learning and have given general guidelines for teachers in correcting errors in second language learning. According to Touchie (1986) it is not possible to correct all errors committed by learners because it would disrupt the process of language learning and discourage students from communicating in the target language. Consequently, teachers should correct errors affecting intelligibility and interfere with the general meaning and understandability of utterances; high frequency errors should be corrected more often than less frequent errors; and errors affecting a large percentage of students are the first ones that should be addressed and, in each lesson, determine the pedagogical errors to pay attention to (Touchie, 1986).

Conclusion

The conclusion to which this literature review analysis leads to is that mother tongue influence in English acquisition directs learners into difficulties with pronunciation and sentence structure when learning the target language. The main similarity in the evidence presented in these studies is that when two languages belong to different linguistic systems, there will be a tendency of the negative transference of the elements from one language to another. Hence, it is pivotal that language teachers identify learners' errors to enhance their own teaching methodology and plan activities to timely and adequately correct the learners' errors when transferring from their mother tongue. Given these points, teachers' strategies are needed to convert language interference into benefits, identifying the positive transfer to develop the skills in second language learning.

Chapter 3: Project Design

In this chapter, I intend to explain the rationale for creating a website for English as second language (ESL) teachers in order for them to be able to help culturally and linguistically diverse (CLD) adult learners reduce writing and speaking transfer errors. This website will provide educators with strategies to adapt their teaching practices to create conditions for language learning. These strategies allow teachers to show CLD adult learners the differences and commonalities between the English language and their mother tongue to allow them to rely on their funds of knowledge during the second language learning process. According to Yadav (2014), it is paramount that ESL teachers recognize the significant potential of using the L1 to accommodate effective target language teaching, using errors as a resource to ascertain the state of students' interlanguage, and to use their mother tongue knowledge to the best of their interest.

The mother tongue heavily interferes with the process of learning a new language, and this interference can affect learning, both negatively and positively, leading CLD learners to produce some errors when learning English as a second language (Subandowo, 2017). The reason for this is that CLD learners use patterns they know from their mother tongue and apply them to the new language, which influence their speaking and writing skills. Aditionally, due to the differences among language, cultural background and living habits, "…it is absolute for two people who are from distinct countries to make mistakes in understanding…" (Bai & Qin, 2018, p. 306). Therefore, in order to support and create learning opportunities where CLD learners feel recognized, valued, and respected, instruction should be embedded in familiar contexts.

Reducing harmful interference of the mother tongue should be one of the primary concerns of any ESL teacher. Consciously or unconsciously, when confronted with something new, it is a natural instinct to look for similarities and rely on what we know and is familiar to us to understand what we do not (Sharma, 2014). Consequently, negative mother tongue transfer is one common phenomenon in CLD learners writing. In this regard, Bai and Qin (2018) stated that cultural signs like words and expressions, sentence patterns, and ways of thinking are visible in the written products of foreign language learners; thus, it is imperative to find an effective way to integrate both language and culture into English writing teaching.

CLD learners also have a tendency to apply the phonological features of their mother tongue in their second language pronunciation. These phonetic differences hinder effective communication in English since most languages do not use or pronounce combinations the same, they are pronounced in the English language (Ahmed, n.d.). Additionally, the grammatical differences between the mother tongue and the English language, or the absence of some English grammatical forms in the learners' mother tongue cause learners to choose the incorrect lexical items because they use direct translation from the mother tongue into English (Yildiz, 2016).

Accordingly, due to the importance of understanding diverse learners' thinking, which underlies their organization and presentation of ideas in both written and spoken language, and the challenges the CLD adult learners face connecting their new language with their first language, through this website, teachers will have access to strategies that will help them discover better methods, techniques, and approaches to create learning opportunities that raise learners' awareness of the differences between the English language and their mother tongue. The website is divided into two sections, strategies to lessen the negative mother tongue interference in English writing skills and strategies to lessen the negative mother tongue

interference in English speaking skills. In each section, teachers have access to suggested activities that can assist CLD learners in transferring their skills, knowledge, and experiences during the language learning process. Each activity has examples from other sources that teachers can adapt according to their learners' needs, not only to facilitate learning, but also to recognize learners' identities and increase their motivation.

Chapter 4: The Project

The present project is the design of an educational website to support English as second language (ESL) teachers to adapt their teaching practices to help culturally and linguistically diverse (CLD) adult learners reduce writing and speaking transfer errors. This website will host strategies and techniques to show CLD learners the differences and commonalities between the English language and their mother tongue, allowing them to rely on their background knowledge to facilitate language learning. It is important to mention that this website's strategies and techniques are research-based and designed to deliver lessons that shape learners' identity and motivation.

The name of the website is Mother Tongue as a resource in learning a Second Language (Figure 4.1), and the web address is https://andrearioscastano.wixsite.com/teacherstrategies

Mother Tongue as a resource in learning a Second
Language
Using the native language as a resource
"The goal is for students to use their L1 intentionally to access English. Our rule is to teach students to value their language as a tool for comparing, accessing, and contextualizing information."

Figure 4.1: Home

In the main menu, teachers will find two links with strategies and techniques to reduce the negative mother tongue interference in English writing skills and strategies and techniques to reduce the negative mother tongue interference in English speaking skills.

In the first link called **"Writing"** (Figure 4.2), teachers will find a sub-menu with two links, **"Strategies"** and **"Techniques"** (See Figure 4.2).

Figure 4.2: Writing

In the first sub-menu link called **"Strategies"** (See Figure 4.2), teachers will find a list of **"Writing Strategies"** (Figure 4.3) to help CLD learners to connect their organization and presentation of ideas with their writing process in a second language.

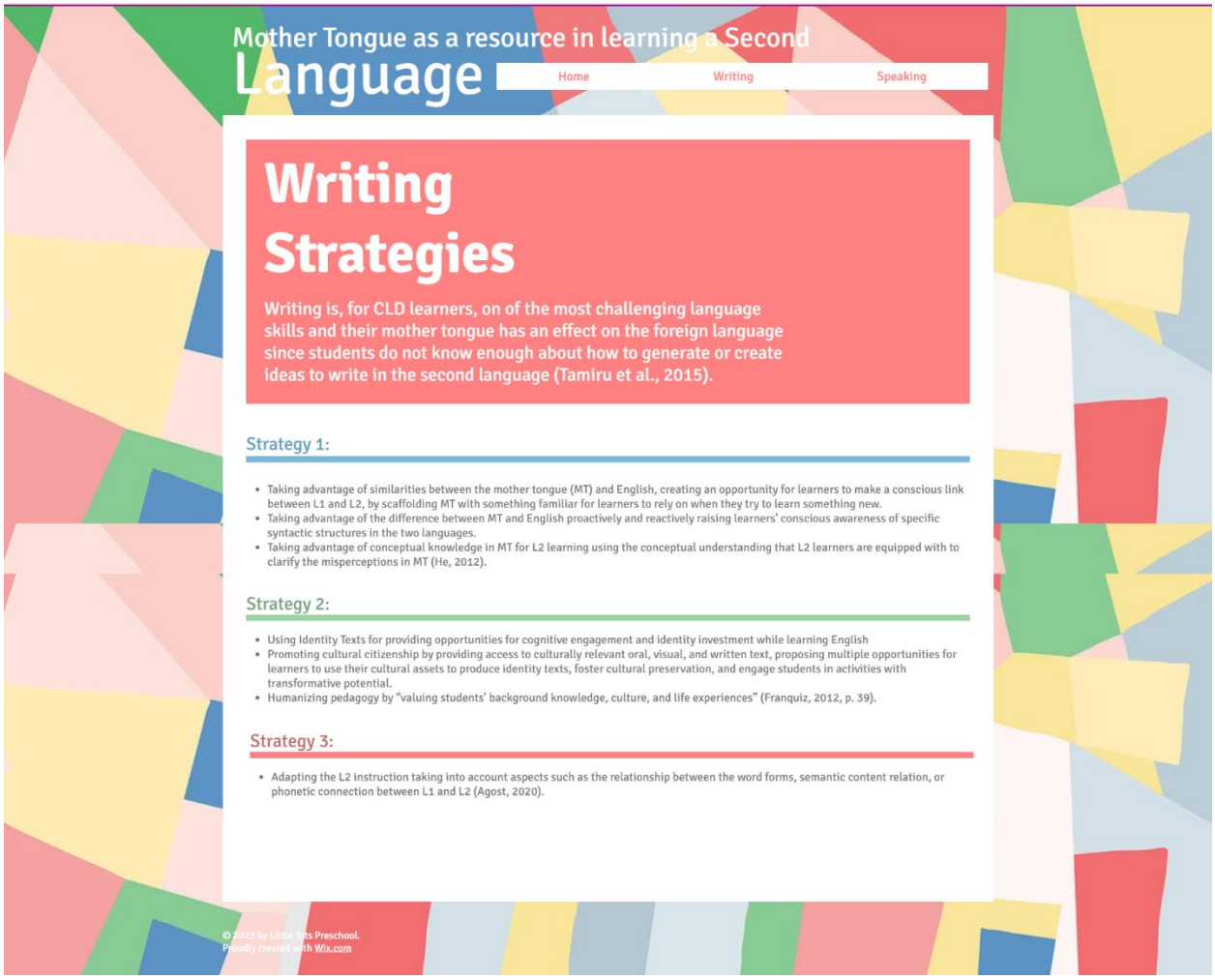

Mother Tongue as a resource in learning a Second Language
Home
Writing
Speaking
Writing Strategies
Writing is, for CLD learners, on of the most challenging language skills and their mother tongue has an effect on the foreign language since students do not know enough about how to generate or create ideas to write in the second language (Tamiru et al., 2015).
Strategy 1:
Taking advantage of similarities between the mother tongue (MT) and English, creating an opportunity for learners to make a conscious link between L1 and L2, by scaffolding MT with something familiar for learners to rely on when they try to learn something new.
Taking advantage of the difference between MT and English proactively and reactively raising learners' conscious awareness of specific syntactic structures in the two languages.
Taking advantage of conceptual knowledge in MT for L2 learning using the conceptual understanding that L2 learners are equipped with to clarify the misperceptions in MT (He, 2012).
Strategy 2:
Using Identity Texts for providing opportunities for cognitive engagement and identity investment while learning English
Promoting cultural citizenship by providing access to culturally relevant oral, visual, and written text, proposing multiple opportunities for learners to use their cultural assets to produce identity texts, foster cultural preservation, and engage students in activities with transformative potential.
Humanizing pedagogy by "valuing students' background knowledge, culture, and life experiences" (Franquiz, 2012, p. 39).
Strategy 3:
Adapting the L2 instruction taking into account aspects such as the relationship between the word forms, semantic content relation, or phonetic connection between L1 and L2 (Agost, 2020).
Proudly created with Wix.com

Figure 4.3: Writing Strategies

In the second sub-menu link called **"Techniques"** (See Figure 4.2), teachers will find eight writing techniques that will manifest the chosen strategies in the classroom. These techniques will help ESL teachers to show CLD learners the two languages' norms and differences to transfer their skills, knowledge, and experiences into their writing process (Figure 4.4).

Figure 4.4 Writing Techniques

Content-based boards

Create content based boards where the vocabulary, anchor charts, and all reflecting the content is in L1 and L2.

https://thegiftedgabber.com/yo-vi-espanol-bulletin-board/

Word Walls in L1 and L2

Design word walls thoughtfully to promote literacy and to affirm the cultures and languages of CLD students. Use words and images and translate them into the learners' L1 to aid them with their writing. Organize collections of high-frequency words or words that relate to a particular theme being studied in class (Ordona et al., n.d.).

https://i.pinimg.com/originals/3b/75/9b/3b759b39cd9e7211eedee3da556f479e.jpg

Omniglot

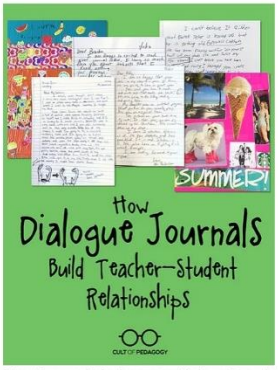
Omniglot is an online encyclopedia focused on languages and writing systems. Use this website to learn the orthography of all the languages of the world and their symbol systems.

Omniglot the online encyclopedia of writing systems & languages

L1 Dialogue Journals

Provide each learner with a personal journal and a prompt. Learners can write in their L1 and their new language when they know the words to scaffold their message.

The teacher finds a few minutes each week to review and write a response to their journal highlighting the new vocabulary and asking the CLD learners to explain to the best of his/her ability what is happening in the journal entry (Ordona et al., n.d.).



https://www.cultofpedagogy.com/dialogue-journals/

Classroom newsletter

Create a classroom newsletter with students. Invite CLD learners to contribute stories, recipes, how-to-guides, etc. in the language of their choice. Print and distribute to all learners.

https://eslatps1x.wordpress.com/parent-corner/

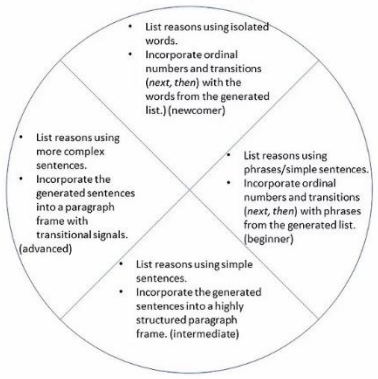
From pictures to words

What I see...	What I think...
Picture #1	Picture #1
Picture #2	Picture #2

- Present new vocabulary to CLD learners by selecting pictures that support the acquisition of key vocabulary terms.
- Show learners the images and allow a few minutes for students to complete the What I see and what I think handout.
- Encourage learners to use all the words they can think of in the target language.
- After students have completed the handout have students discuss in pairs or small teams how they are matching the pictures before discussing them as a whole group.
- Next, show students the actual dictionary definitions for the words and have them again match the pictures to the appropriate definition.
- Finally, show students the actual words and ask students which pictures they think match the words, based on what they have written (Herrera & Murry, 2016).

Graphic organizers

Writing a Persuasive Paragraph


List reasons using isolated words.
Incorporate ordinal numbers and transitions (next, then) with the words from the generated list.) (newcomer)
List reasons using phrases/simple sentences.
Incorporate ordinal numbers and transitions (next, then) with phrases from the generated list. (beginner)
List reasons using simple sentences.
Incorporate the generated sentences into a highly structured paragraph frame. (intermediate)
List reasons using more complex sentences.
Incorporate the generated sentences into a paragraph frame with transitional signals. (advanced)

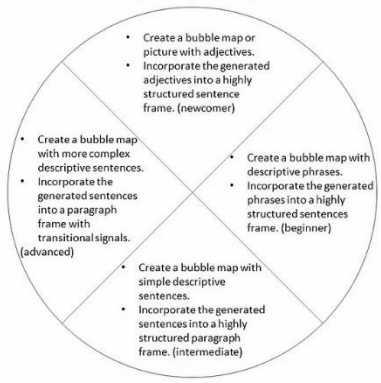
Note: With all writing assignments, use an organizer, and ABC taxonomy, a personal (student-made) bilingual dictionary, a word wall, or a word bank.

Example: Newcomer results for a paragraph about why every person needs to be literate

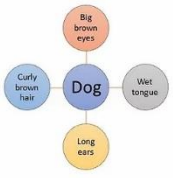
- Books, school, job, Signs, bus

First, books
Second, school
Third, job
Fourth, signs
Finally bus

Writing a Descriptive Paragraph


Create a bubble map or picture with adjectives.
Incorporate the generated adjectives into a highly structured sentence frame. (newcomer)
Create a bubble map with descriptive phrases.
Incorporate the generated phrases into a highly structured sentences frame. (beginner)
Create a bubble map with simple descriptive sentences.
Incorporate the generated sentences into a highly structured paragraph frame. (intermediate)
Create a bubble map with more complex descriptive sentences.
Incorporate the generated sentences into a paragraph frame with transitional signals. (advanced)

Example: Beginner results for a paragraph about a favorite pet.



My pet dog has curly brown hair, long ears, big brown eyes, and a wet tongue.

Writing a Chronological Events Paragraph

- Create an arrow or flow map with key words and ordinal numbers. (newcomer)
- Create an arrow or flow map with key phrases and ordinal numbers. (beginner)
- Create an arrow or flow map with simple sentences.
- Incorporate the generated sentences into a highly structured paragraph frame. (intermediate)
- Create an arrow or flow map with more complex sentences.
- Incorporate the generated sentences into a paragraph frame with transitional signals. (advanced)

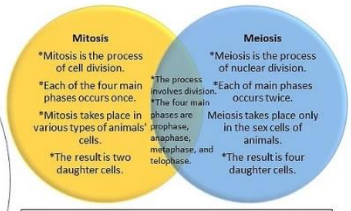
Example: Intermediate results for a paragraph about how a student arrived in the United States.

To come to the United States, my family and I did many things. We packed our clothes. We went to the dock. We got on the ship. We arrived in California.

Writing a Compare/Contrast Paragraph

- Create a Venn diagram with key words. (newcomer)
- Create a Venn diagram with key phrases (beginner).
- Create a Venn diagram with simple sentences.
- Incorporate the generated sentences into a highly structured paragraph frame. (intermediate)
- Create a Venn diagram with more complex senteces.
- Incorporate the generated sentences into a paragraph frame with transitional signals. (advanced)

Example: Advanced results.


Mitosis
*Mitosis is the process of cell division.
*Each of the four main phases occurs once.
*Mitosis takes place in various types of animals' cells.
*The result is two daughter cells.
*The process involves division.
*The four main phases are prophase, anaphase, metaphase, and telophase.
Meiosis
*Meiosis is the process of nuclear division.
*Each of main phases occurs twice.
Meiosis takes place only in the sex cells of animals.
*The result is four daughter cells.

Mitosis and meiosis are each biological processes that involve division and the four main phases of prophase, anaphase, metaphase, and telephase. However, mitosis is the process of cell division. Each of the four main phases occurs once. Mitosis takes place in various types of animal cells. The result is two daughter cells. In comparison, meiosis is the process of nuclear division. Each of the four main phases occurs twice. Meiosis takes place only in the sex cells of animals. The result is four daughter cells. Together, both processes enable species of animals to continue in existence.

(Herrera & Murry, 2016, p. 284-288)

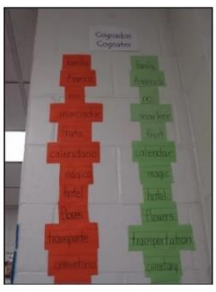
Cognates

Cognates are words that have the same root word in two different languages. (It is common to find many cognates between Spanish-English, Arabic and English, German and English, and even Japanese and English.)

CLD students can benefit from explicit instruction in using cognates as a meaning-making strategy word pairs help establish familiar territory and schema for ELLs who are expanding their reading skills in a second language.

The use of cognates also can help teachers increase word awareness in ELLs, a task highly associated with the development of academic English.

Caution: There are false cognates, in which a word is similar to an English word but not related in meaning: bigote—moustache; embarazada—pregnant (Ordona et al., n.d.).



https://www.lauracandler.com/walls-for-language-learners/

Likewise, in the second link called **"Speaking"** (Figure 4.5), teachers will find a sub-menu with two links, **"Strategies"** and **"Techniques"** (See Figure 4.5).

Figure 4.5: Speaking

In the first sub-menu link called **"Strategies"** (See Figure 4.5), teachers will find a list of **"Speaking Strategies"** (Figure 4.6) to provide support to CLD learners regarding pronunciation and encouragement to speak using the target language.

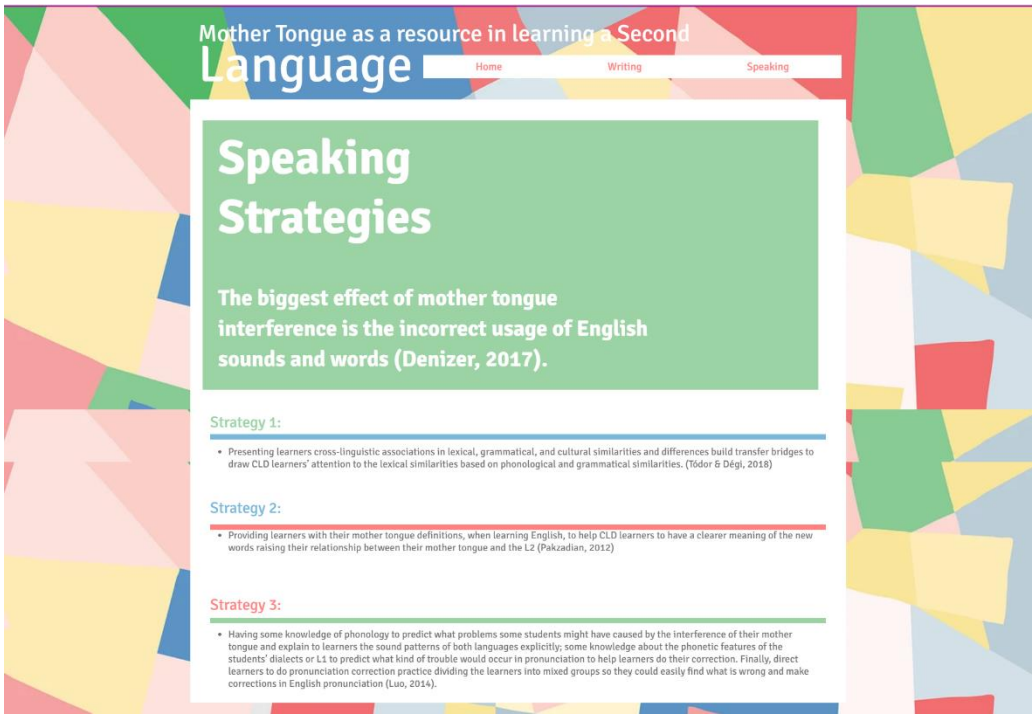

Mother Tongue as a resource in learning a Second
Language
Home
Writing
Speaking
Speaking Strategies
The biggest effect of mother tongue interference is the incorrect usage of English sounds and words (Denizer, 2017).
Strategy 1:
• Presenting learners cross-linguistic associations in lexical, grammatical, and cultural similarities and differences build transfer bridges to draw CLD learners' attention to the lexical similarities based on phonological and grammatical similarities. (Tódor & Dégi, 2018)
Strategy 2:
• Providing learners with their mother tongue definitions, when learning English, to help CLD learners to have a clearer meaning of the new words raising their relationship between their mother tongue and the L2 (Pakzadian, 2012)
Strategy 3:
• Having some knowledge of phonology to predict what problems some students might have caused by the interference of their mother tongue and explain to learners the sound patterns of both languages explicitly; some knowledge about the phonetic features of the students' dialects or L1 to predict what kind of trouble would occur in pronunciation to help learners do their correction. Finally, direct learners to do pronunciation correction practice dividing the learners into mixed groups so they could easily find what is wrong and make corrections in English pronunciation (Luo, 2014).

Figure 4.6: Speaking Strategies

In the second sub-menu link called **"Techniques"** (See Figure 4.5), teachers will find eight speaking techniques that will manifest the chosen strategies in the classroom. These techniques will help ESL teachers to show CLD learners the two languages' phonological features and differences to transfer their skills, knowledge, and experiences into their speaking skill. (Figure 4.7).

Figure 4.7 Speaking Techniques

https://www.earlylearninghq.org.uk/class-management/multilingual-goodbye-poster/

Role Plays

Assign learners role plays in which learners have to use their mother tongue and English to explain themselves. For example, Restaurant role play in which learners create a bilingual menu for a restaurant or cafe using cultural dishes from their home countries, and at the time of sharing it with the class, they explain the dishes in English (Ordona et al., n.d.).

Conversation Starters

Choose a prompt or get learners to choose an article in their mother tongue. Pair learners up to answer the question or to explain what the article is about in English. Thus, guide learners through the vocabulary work learners need to communicate key points of the text or their answer (Ordona et al., n.d.).

https://www.thoughtco.com/teaching-conversational-skills-1211772

Phonology and phonetics in the classroom

Rather than constantly correcting your CLD learners' pronunciation as they speak, you can lead some activities that will help them learn the phonology of the English language.

English sounds

There are sounds and distinctions between sounds in English that CLD learners have difficulty with because those sounds do not exist in their mother tongue. Therefore, it is important to do some activities to target specific areas:

- Make yourself familiar with your learners' L1 phonemic symbols to help you understand the problems learners have with learning the sounds and the symbols in English. Besides you can help your learners by making connections with similar sounds in their L1 teaching explicitly the appropriate mouth formation for accurate pronunciation.

a	Dach, alles	ɔ	Osten, kommen, Post
aː	aber, sah, Bahn	oː	oder, hohe, Boot
ɛ	Ende, hätte, Bett	œ	öffnen, göttlich
ɛː	wähle, spät, wählen	øː	Österreich, Öl
eː	Beet, eben, gehen	ʊ	und, Putz
iː	viel, liebe, Berlin	uː	Hut
ɪ	ist, bitte, bist	ʏ	müssen, füllt
yː	über, Rübe	i̯	Studie
aɪ	ein, weit	u̯	aktuell
aʊ	auf, Haus, Haut	*Non-native vowels:*	
ɔʏ	Euro, Häuser, Heu	ɐ	Methan
ɐ	immer, Ober	i	vital
ə	halte, Name	o	Moral
ɐ̯	Uhr	ø	Ökonom
		y	Psychologie

http://languagelearningbase.com/92915/phonetic-symbols-for-german

- Jazz chants is a website that you can use to practice the sounds and pronunciation of English in a fun way.

https://www.onestopenglish.com/jazz-chants/146248.article

- Use games to make your practice pronunciation fun:
  - IPA Bingo to help learners learn and review the international phonetic alphabet.

aʊ	ɔɪ
now	soil
down	oil

https://busyteacher.org/9876-ipa-flashcards.html

- Pronunciation Maze in which learners need to connect the words with a particular sound to practice pronunciation. Good for speaking pair work and variety of vocabulary. The sheet can be easily edited for different sound tasks.

boys	employed	sleep
girls	lie	toys
house	spoke	dance
storm	speed	letter
poker	toilet	coin
noisy	annoy	follow
boil	stole	fill
thief	enjoyed	now

https://busyteacher.org/10886-pronunciation-maze-oy.html

- Stepping Stones—Lay the cards on the floor. Students use them as "stepping stones" to cross a river, saying each one clearly as they step on it.

https://www.fluentu.com/blog/educator-english/esl-pronunciation-activities/

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Chapter 5: Conclusion

The research for this project helped me understand how students' culture is part of their language, and that their mother tongue can be used as a resource inside the classroom during the second language learning process. It has been my experience, as a CLD learner and as an ESL teacher, that we are taught strategies and techniques to learn and teach English as a second language, but we are discouraged from using or relying on the learners' mother tongue to develop the skills in the second language. As a result, learners face many struggles while trying to enhance their new language aptitudes and to express their ideas in the target language, and ESL teachers strive to provide a learning environment where there is sufficient support for the acquisition of pronunciation and grammar skills.

During the development of this project, I became more familiar with the complex process that learning a second language entails, and how the first language interferes with English language acquisition. This acquisition involves difficult challenges and requires more than listening and repeating. Taking this into account, I created a website that can be used by ESL teachers to adapt their teaching practices to help CLD adult learners rely on their mother tongue to reduce transfer errors in written and spoken language. This information will also raise CLD adult learners' awareness of the differences and commonalities between the English language and their mother tongue, in order to help them think of more suitable ways to rely on their language in order to facilitate linguistic development.

I hope that this project helps ESL teachers to have a real understanding of the diverse learners' thinking that underlies the organization and presentation of ideas in written and spoken language. Teachers make a great effort and face many challenges at the time of recognizing the factors that hinder second language learning. Therefore, it is my desire that ESL teachers could use this website to identify the significant potential of using the learners' mother tongue to facilitate language learning. Furthermore, I hope that the strategies and techniques found on the website could be adapted by ESL teachers according to their learners' needs in order to create learning opportunities and deliver instruction embedded in familiar contexts where CLD learners feel that their identities are recognized, valued, and respected.

Further work is needed in the interference of the mother tongue with learning a foreign language. This influence cannot be discounted; instead I believe this should be considered an important issue to the ESL community. Hence, the culture and mother tongue interference must be included as part of the teacher training and curriculum. Teachers of English as a foreign language who have knowledge of linguistic theories will be able to research and analyze the problems caused by mother tongue interference found in classroom teaching. Facing the problem of mother tongue interference from the very beginning could help them guide their learners to analyze and settle harmful interference of the mother tongue, using it beneficially to avoid language negative transfer.

Hopefully, the implementation of this website will ensure that ESL teachers have a basic understanding of the importance of overcoming negative transfer and making use of L1 transfer positively in the process of second language acquisition. This resource will be easily accessible on the internet, and when effectively utilized, ESL teachers should see the inclusion of L1 in the curriculum as an asset. It is my hope that the presence of learners' mother tongue becomes more

significant as a point of reference to learn another language, as well as, a tool that can be used to understand and facilitate communication even in a different language.

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